June 2013

IN THIS ISSUE

Notes from the President

Linda Morris, President AAACE

Dear AAACE Colleagues,

AAACE continues to have a busy and productive 2013. Conference planning and development is well underway. Thanks to the contributions of many of you who are serving as volunteer reviewers, we will send acceptance notification for proposals by mid-June. Also, as the reports from commissions and special interest groups (SIGs) indicate, members are at work strengthening their structures to initiate and participate in activities important to members and to the field, e.g., the Charters Library, Adult Career Pathways and GED Testing Service Closeout Campaign. To be involved and to help create the AAACE you want, please contact the commission or SIG leaders or contact me at president@aaace.org.

Please also consider nominating an individual or organization for an AAACE award or nominating yourself or a colleague for election to AAACE President-elect or Director-at-Large. The AAACE award process enables us to recognize outstanding individuals, institutions and organizations in the field. More information about each award can be found by clicking on the Awards tab on the AAACE home page at www.aaace.org. Service on the AAACE Board of Directors provides an avenue for direct contribution to the organization. Information about the nominations process is available under the Elections 2013 tab at www.aaace.org.

Linda Morris
2013 AAACE President

Deadline for AAACE Annual Awards Nominations AND Board of Directors is June 30, 2013.

2013 AAACE Conference Update

Steve Schmidt, 2013 Conference Chair and AAACE President-elect

Plans for the 2013 AAACE conference in Lexington, Kentucky, November 5-8, continue to evolve. The call for proposals window closed at the end of April with well over 300 proposals received, and the proposal review process is going on now. We were very pleased with the number and variety of proposals received, and we look forward to a strong slate of presentations at the conference.

Our third keynote speaker has been announced. Dr. Jo Tyler, an educator, storyteller, mosaic artist, and organizational consultant. Prior to joining Penn State, where she is Associate Professor of Training and Development, Jo spent over 20 years in progressive roles in organization development in the Fortune 500. In her teaching, research, and consulting, she explores the dynamic interplay of narrative, stories, storytelling, listening, and visual art in classroom and organizational settings of all kinds. Jo will be speaking at our Wednesday keynote session. She joins Robert Kegan and Sharan Merriam as keynotes for the 2013 conference.

For a quick preview on all keynote speakers click here.

News from the Commissions

Commission for Workforce and Professional Development

Margaret Eggleston, Director, CWPD

The team working on the CWPD Employee Onboarding Webinar plans to host it this August. Specifics such as the exact date, time, and registration information are forthcoming. In addition to theoretical underpinnings,
general concerns, and current practices, onboarding from three distinct workforce perspectives will be discussed. Onboarding is a topic that most, if not all of us, have experienced. Webinar attendees will have an opportunity to participate in polling, as we seek to better understand those experiences. Plans are also underway to set up ways to extend the dialog beyond the webinar, to create an even more valuable resource. Other resources pertinent to CWPD include a recorded webinar, Workforce System Strategies: A Tool for the Research Community, which is available from Workforce 3.One.

So, what exactly is Workforce 3.One? Take a look at the welcome message from the website:

Welcome to Workforce 3.One
An e-learning, knowledge sharing webspace that offers workforce professionals, employers, economic development, and education professionals a dynamic network featuring innovative workforce solutions. Online learning events, resource information, and tools help organizations learn how to develop strategies that enable individuals and businesses to be successful in the 21st century economy.

Workforce 3.One is sponsored by the U.S. Department of Labor, Employment and Training Administration. Visit it at https://www.workforce3one.org. Why not check out some of the webinars of interest to you? Better yet, why not sign-up so you can receive notice of upcoming webinars? Available slots for attendees fill up within hours of the notice.

Commission for Community, Minority, and Non-Formal Education
Deborah Leblanc, Director, CCMNFE

CCMNFE shared in a community dialog with higher education administrators and elected college trustees during the annual business meeting of the African American California Community College Trustees (AACCCT) of the California League of Community Colleges' conference in Lake Tahoe, May 3, 2013.

CCMNFE co-hosted the 5th annual 2011 Salute to the Urban Valedictorian' community event in the Los Angeles, CA area on June 1, 2013. AACCCT & CCMNFE are hosting a regional conference on Thursday, July 11, 2013 entitled: "Ensuring Fiscal Accountability in Academic Access & Success for 21st Century learners of Color" in Sacramento, CA.

News from Special Interest Groups (SIGs)

SIG Growth and Leadership Opportunities
Michelle Glowacki-Dudka, AAACE Director At-Large

Have you ever thought about how AAACE connects you to colleagues with similar visions and interests? Would you like to grow your leadership in this national organization? Do you need to strengthen your national service activities? Consider getting involved with a Special Interest Group.

We invite members to consider leadership opportunities within AAACE, network with colleagues from across disciplines and regions, and gain national service to support professional credentials and career development. Involvement with SIGs can build a better understanding of AAACE's organizational structure and enable members to influence national/international dialogues related to their areas of interest. SIG members meet at the annual conference and take advantage of innovative approaches, such as technology and social media, to connect with one another. We encourage members to engage in creating the future of the SIGs.

We are currently seeking leaders/chairs for SIGS including Colleges and Universities, Research and Practice, Community Colleges, History and Philosophy of Adult Education, and others.

We invite your inquiry emails or look for opportunities and workshops at the AAACE conference in November to learn more and get involved. Come be part of the conversation, gain leadership credentials, and help shape our professional future.

AAACE has 29 SIGs that are here to support the members. Currently we have 6 active ones. Let's see what they are doing:

Graduate Students SIG, led by Jill Zarestky (zarestky@tamu.edu), is planning for the conference breakfast, as well as envisioning other ways to support AAACE graduate student members to make the most of their conference experiences and prepare for future careers. Visit the SIG group on Facebook to connect! https://www.facebook.com/groups/265329440234410/

Wendy Griswold (Griswold@k-state.edu) leads the SIG for Sustainability and Environmental Adult Education. This SIG is developing a Current and Emerging Issues Conversation session for the 2013 AAACE conference. The theme will be Greening the Adult Education Curriculum. If you are interested in helping to shape this conversation, please contact Wendy.
Over the last thirty years, our society has redefined what constitutes a high-quality, focused public education. Focused public education is still the key to ensuring that every American enjoys that right. The United States of America should have the right to improve and to realize his or her dreams. A high-quality, focussed education is still the key to ensuring that every American enjoys that right. Communities need responsible, contributing, financially independent citizens. But, most of all, every person in the United States of America should have the right to improve and to realize his or her dreams. A high-quality, focussed education is still the key to ensuring that every American enjoys that right.

Debra Mills, Director, National Career Pathways Network

Adult Career Pathways: Providing a Second Chance in Education

Educational webinars may be planned to promote both sharing of information and networking among members. It is necessary before offering additional networking opportunities for SIG members. By Fall of 2013, a few summer committee meetings will be held to plan for activities and the necessary technology infrastructure.

The DLT SIG chairs are now contacting both potential committee leaders and other volunteers. Over the summer, committee meetings will be held to plan for activities and the necessary technology infrastructure. The committee further agreed to move forward with four core activities over the short term:

1. Train SIG members on how to use Project Management software in order to organize and plan for SIG activities.
2. Develop potential partnerships with other SIGs (such as those on Competency-Based Education, and Distance Learning and Technology) to create networking opportunities for SIG members.
3. Publish a DLT SIG newsletter by June of 2013; and
4. Form SIG partnerships with other SIGs (such as those on Competency-Based Education, and Distance Learning and Technology) to create networking opportunities for SIG members.

At a recent meeting, committee members approved the SIG’s new “purposes” statement, as follows:

The SIG encourages AAACE members, who are engaged in programs and services that help current and former military community members to achieve success, to join and actively participate. The focus is to address education, training, employment, and medical issues impacting the military community. The SIG is a professional home for all those adult educators, health educators, and other healthcare professionals who wish to share perspectives and expertise to enhance their practice... and to have a good time doing it! Please contact Jean if you are interested in providing leadership for the SIG or joining as a member, or would like additional information.

Over the next few months and at the conference, this SIG will work to identify professional needs and interests and develop creative means for meeting them. The SIG is a professional home for all those adult educators, health educators, and other healthcare professionals who wish to share perspectives and expertise to enhance their practice... and to have a good time doing it! Please contact Jean if you are interested in providing leadership for the SIG or joining as a member, or would like additional information.

Twelve members have volunteered to serve as peer reviewers of proposals for this year’s conference. This level of response is just one indication of the underlying benefits to members. Approximately 30 SIG members have volunteered to either serve on a strategic planning committee or in other capacities.

To date, nearly 30 DLT SIG members have volunteered to either serve on a strategic planning committee or in other capacities. The committee further agreed to move forward with four core activities over the short term:

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Bernard Bradley (dlt@aaace.org) and David Stein (stein.1@osu.edu) are seeking additional members to help start a distance education SIG. They are seeking additional members to help start a distance education SIG.

Jean Fleming (JeanColo@aol.com) is working to reinvigorate the SIG on Labor and Workforce Education. They are seeking additional members to help start a SIG within the AAACE's existing Linked-In professional networking site; posting SIG's new purposes statement, contact information, and incipient activities on the AAACE website; activating a discussion group, focusing on distance learning and technology as related to adult learning, and effective communications among those working in our field and are excited to be working with other SIG leaders to reorganize the interest groups and to learn of other SIGs within the AAACE's existing Linked-In professional networking site; posting SIG's new purposes statement, contact information, and incipient activities on the AAACE website; activating a discussion group, focusing on distance learning and technology as related to adult learning, and effective communications among those working in our field and are excited to be working with other SIG leaders to reorganize the interest groups and to learn of other SIGs.
To learn more about career pathways I would encourage you to do three things: underemployment to better employment, or (as in the case of displaced workers) from one industry to another. ACP programs are designed to change careers, advance in careers or re-enter the workforce) and other high-need groups. Adults in need of retooling (those who are low-skilled, displaced workers, or need to upgrade their skills to school graduates who have little or no college, returning, veterans, foreign-born U.S. residents, ex-offenders, programs specifically target the educational needs of demographic groups such as, high school dropouts, high colleges to identify, enroll, and prepare career-limited adults for high-demand career opportunities. ACP workforce barriers by bringing together industries, community services, government agencies, and community adults. This highly flexible model, which we call adult career pathways (ACP), offers strategies for overcoming The good news is that the career pathways concept can be adapted to the unique needs of career-limited individuals to secure industry relevant certification and obtain employment within an occupational area.

Unfortunately, many of our population are without this type of education and with no marketable skills. Included are:

1. College noncompleters;
2. High school completers who did not pursue further education and training;
3. High school dropouts;
4. Veterans who entered military service immediately following high school;
5. Criminal offenders who have completed their terms of incarceration; and
6. Foreign-born U.S. residents;
7. Education, Health and Human Services, and Labor (ED/HHS/DOL) to promote the use of career pathways to advance to higher levels of future education and employment in that area.

education, workforce development or human and social services - are aware of this joint commitment for Federal and state funding streams and to ensure that interested partners and agencies - whether focused on access to highly qualified, home-grown employees and to give the employees and their families opportunities. Career Pathways, if widely implemented, has the potential to significantly increase American employers' of its potential.

Unfortunately, that is not happening. Despite the efforts of countless dedicated teachers and administrators - not to mention billions of dollars spent on education reform - American public education continues to fall short in this group are:

1. Learning to learn is vital.
2. To fulfill that task, business and industry must have access to an abundant pool of well-qualified workers.
3. Public education at the secondary level should lead naturally and seamlessly to postsecondary opportunities for high-quality life and work. Nearly all rewarding careers require some form of education beyond high school. To be in demand and upwardly mobile in the workplace, most adults will have to engage in a lifelong pursuit of education and training. In most career areas, a high school education or GED alone is not sufficient to create credentials through better alignment of education, training and employment, and human and social services approaches as a promising strategy to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services approaches as a promising strategy to help adults acquire marketable skills and industry-recognized.
2. Join the National Career Pathways Network (www.ncpn.info)


For more information contact: Debra Mills at dmills@cord.org

Updates

GED Testing Service Closeout Campaign

AAACE is supporting GED Testing Service efforts to make a big difference in the lives of adult learners by encouraging GED® test-takers to finish the current version of the GED® test before it ends December 31, 2013. GED has just launched a supporter page listing AAACE and other organizations helping to get the word out about the test changes. Visit the site at finishtheGED.com to find ways to help.

Charters Library of Resources for Educators of Adults at Syracuse University

Free and Open to the Public

The Charters Library has a vast array of materials of great interest to practitioners in the field of adult education. There are several collections from well-known educators, researchers, and practitioner professional associations. Dr. Tom Phelan has provided information on how to access its resources.

The "Subject Strength" page for adult education includes links to the manuscript collections and suggestions for searching the main catalog for published material. See http://library.syr.edu/find/scrc/collections/subjects/adult-and-continuing-ed.php for a list of all adult education collections. To see a fuller description of any of them, simply click on the collection title to go to its finding aid. Each finding aid will provide date, size, and description information for that collection.

Since 2006, the library has had 38 different researchers make 93 separate visits to use 51 different adult education collections. Information on the Charters Scholar grants is available on the library's main website http://library.syr.edu/find/scrc/programs/grants/index.php.

You are more than welcome to visit the library or search for information online.

Tools You Can Use: DOL's Industry Competency Model Clearinghouse

Need help developing curricula or talking to employers about the skills needed in their industries? The U.S. Department of Labor's (DOL) Competency Model Clearinghouse can help. The online resource provides validated industry competency models and tools that can be used as the basis of educational programs and curricula for a variety of industry sectors.

DOL's Employment and Training Administration (ETA) collaborates with other federal agencies and workforce development experts from industry, labor, and education to document the skills and competencies required in emerging and economically vital industries. ETA's goal is to ensure that workers have the knowledge and skills needed for success in jobs with good pay and advancement opportunities. The industry models support education and workforce development efforts serving as resources to:

• identify employer skill needs in changing and emerging industries;
• provide business services that support human resource functions such as recruitment, selection, and performance evaluation;
• develop or evaluate a competency-based curriculum;
• identify credential requirements for certifications, or licensure; or
• support career exploration and guidance.

The clearinghouse provides access to these industry-validated models as well as a collection of resources to support their use. The agency has developed over 20 models across a wide spectrum of industry sectors, from advanced manufacturing to health information to transportation and logistics. Each model can be a valuable resource for educators and administrators as they work to develop curricula and credentials relevant to employers. The models illustrate the cross-cutting competencies that are essential for success in an industry or industry sector. Industry competency models are based on a tiered building-blocks framework, resulting in a pyramid-shaped graphic that depicts how competencies become more specific as one...
travels up its tiers. The model’s levels are divided into blocks representing the skills, knowledge, and abilities essential for successful performance in the industry or occupation represented by the model.

Source: U.S. Department of Education, Office of Adult and Vocational Education.

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